

Toronto Catholic District School Board

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2026 - 2027

Safe Schools Plan





At Toronto Catholic
we transform the world through witness,
faith, innovation and action.











SCHOOL NAME	St. Mary of the Angels Catholic School	PRINCIPAL:	Rohel, Monica
SUPERINTENDENT:	George Danfulani		
SCHOOL ADDRESS:	1477 Dufferin St Toronto ON M6H 4C7		
STUDENT ENROLMENT:	222		

OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

We believe in the worth and dignity of every person and that people thrive in a safe, healthy and compassionate environment. We strive to foster student achievement and well-being by providing all students with safe, healthy learning environment.

One of the ways we can achieve this goal is by using a whole-school approach to develop and nurture a positive school climate. The Safe Schools Action Team will consist of a variety of stakeholders in each school community responsible for advising the principal about school safety. The team will collaborate with the principal to create the local Safe Schools Plan.

SAFE AND ACCEPTING SCHOOLS TEAM

Administrative Rep	**Rohel, Monica**	**Support Staff Rep**	**Alves, Filomena**
Teacher Rep	**Pinto, Melissa**		

SAFE SCHOOLS PLAN

All schools are required to develop and implement school-wide plans to help create a safe, caring and inclusive learning environment. Each Safe Schools Plan will consist of the following components:

1. Bullying Awareness, Intervention and Prevention
2. Progressive Discipline
3. Promoting a Positive School Climate
4. Emergency Response Plan

In order for all students, staff members and parents/visitors in the school facility to be prepared to respond to a serious threat, the response procedures must be practiced. The Toronto Police/School Board Protocol, 2011 requires a minimum of 2 Lockdown Drills every school year.

Please see below for the scheduled drills:

LOCKDOWN DRILLS 2026-2027

1	**2026-11-25**	**2**	**2027-01-07**
3	**2027-02-23**	**4**	**2027-04-05**

1. Bullying Awareness, Intervention and Prevention Plan

Providing students with an opportunity to learn and develop in a safe and respectful society is a key goal of the TCDSB. Providing students with an opportunity to learn and develop in a safe and respectful environment supports academic achievement for all students, which in turn, helps them to reach their full potential. Research and experience show that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers and the entire school community. Schools that have bullying intervention and prevention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. PPM 144

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors. To help our students develop skills in self-regulation and conflict mediation.
Goal #1	To build a safe, inclusive, and unbiased learning environment for students.

Initiatives/Strategies/Practices

1. Access the resources of our Bullying Awareness and Prevention Toolkit provided by the TCDSB Safe Schools Department.
2. Use daily announcements to send positive messages about relationships, the Virtues of the Month, the Catholic Graduate Expectations, dealing with conflicts and with conflict resolution strategies, self-regulation and wellness strategies. Discuss self-advocacy and problem-solving strategies.
3. Review of Conflict Resolution Policy with staff, CSPC and parents.
4. Explicit lessons on the dynamics of groups and roles that individuals play within those groups (i.e. Bully/Bullied/Bystander)in the classroom and throughout our Health and Wellness classes.
5. Continued in-service, as needed, on the Workplace Respectful Policy.
6. Religion Resource Teacher, Guidance Counsellor, Social Worker, Parish Priest, Outside Agencies/Speakers, Police Partner presentations and motivational speakers as needed.
7. Bullying awareness and prevention strategies integrated into the curriculum along with our Virtues of the Month and Catholic Graduate Expectations.
8. Create a forum for Student Voice so that students feel that their concerns and issues are heard. Opportunity to conference with the Principal or Secretary or Teachers or Guidance Counsellor when issues arise.
9. Communication between home and school to maintain confidence and support student learning. (Principal, Secretary, Educators)
10. We All Belong - A Multi-Media Toolkit for Parents and Schools as a resource as needed.
11. Staff and students will participate in bullying awareness and prevention initiatives as needs arise. Utilize the support of our Religion Resource Teacher, Guidance Counsellor, and School Social Worker, as needed.
12. Staff will enforce clear rules against exclusive behaviour and apply consequences that allow individuals to develop inclusive practices.
13. Access TCDSB services and community-based supports as needed, especially our school Social Worker and Guidance Counsellor.
14. Communication between students, parents and staff to deal with issues early and effectively and re-visit the issues as needed.
15. Reinforcement of Monthly Virtues and the Catholic Graduate Expectations and their messages through daily reminders, "thoughts of the day" over the P.A., and opportunities to empathize with others and recognize the beauty of all students in our Catholic Learning Community.
16. Participating in the "Promoting Positive School Climates: Creating Caring & Inclusive Classrooms PD Series".

Responsibility

1. Students, School and Board Staff
2. Parents/Guardians and our CSPC
3. Police Liason
4. Toronto Public Health Nurse(s) for various topics
5. APT, School Social Worker, Guidance Counsellor, and Transition Staff in the high schools
6. Visitors to our school community (i.e., guest speakers, such as "X Movement")

Resources

The following resources will be utilized to support these initiatives/strategies/practices:

1. Student Climate Survey, June 2023
2. Safe and Caring Catholic School Climate Survey
3. TCDSB Demographic Indicators Project, 2019-2020, School Report
4. Guidance Counsellor, Special Education Teachers, Social Worker and Educational Psychologist utilization of resources along with Mental Health Strategy
5. Student read-aloud books and resources (Library and Office Resources)
6. Resources shared during "Promoting Positive School Climates: Creating Caring & Inclusive Classrooms" PD Series
7. Professional Literature:
Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice by Nathan Maynard and Brad Weinstein
Hacking School Discipline Together: Ten Ways to Create a Culture of Empathy and Responsibility using School-Wide Restorative Justice
We All Belong - A Multi-Media Toolkit for Parents and Schools
Bullying Awareness and Prevention Toolkit Handbook - TCDSB Safe Schools Department September 2015
Creating Safe Schools - A Bullying Prevention Guide for Teachers
Building Safe and Inclusive Schools - Partnering with Parents and Guardians - A Teacher's Guide
The Bully-Go-Round - Literacy and Arts Strategies for Promoting Bullying Awareness in the Classroom
Deep Diversity Overcoming Us vs. Them by Shakil Choudhury
8. TCDSB Bullying Awareness and Prevention Toolkit
9. Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation
10. Parish Priest, Fr. Costa
11. School Social Worker
11.Guidance Counsellor

PPM 144: Bullying Prevention and Intervention
PPM 145: Progressive Discipline and Promoting Student Behaviour
Bullying Brochure Elementary
Safe Schools Portal
General Safety Tips for Children
Police Partners (Liaison)

Interactive Technology:
www.bullying.org
www.canadiansafeschools.com
www.cyberbullying.ca

Measurement of Progress	The following metrics will be used to measure progress in achieving the Goal:

1. School Data (Qualitative and Quantitative Data)
2. Consultation with students, staff and parent community, communication of successes and growth areas.
3. Reduction in classroom and schoolyard incidents.
4. Students using language of conflict mediation in the classroom and schoolyard.
5. Reduction in students sent home for inappropriate behaviour and suspensions.
6. Increased communication between students, staff, and parents in relation to expectations of behaviour and following the School Code of Conduct.
7. Increased student leadership in roles throughout the school such as lunch, schoolyard and office helpers, Student Leadership Team, etc.,
8. Awareness and participation in Social Justice issues and fundraising for different groups throughout the school year, including ShareLife, Thanksgiving Food Drive for St. Francis Table, Terry Fox Cancer Research for the Terry Fox Foundation, Christmas Toy Drive, etc.,

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors. To help our students develop skills in self-regulation and conflict mediation.
Goal #2	Provide students with opportunities to learn and develop in a safe and respectful learning environment that supports achievement and wellness for all students, which in turn helps them to reach their full potential.

Initiatives/Strategies/Practices

1. Staff and students will engage in bullying awareness and prevention initiatives as needed.
2. Staff will enforce clear rules against exclusive behaviour that allow individuals to develop inclusive practices.
3. Access TCDSB services and community-based supports.
4. Staff will continue to build partnerships with parents by sharing and acknowledging concerns and collaborating on positive prevention initiatives.
5. Increased communication between students, parents, and staff to deal with issues early and effectively and re-visit the issues as needed.
6. Police Partner visits to inform and remind students of the law and their responsibilities as citizens, as needed.
7. Reinforcement of Monthly Virtues and the Catholic Graduate Expectations and their messages through daily reminders and opportunities to empathize with others and recognize the beauty of all students in our Catholic Learning Community.
8. Guidance Counsellor and school Social Worker discussions with individual students, small groups, and whole class discussions to support social and emotional development; to facilitate problem-solving and conflict resolution.
9. Virtues of the Month celebrated with P.A. roll call and certificates.
10. Strategies implemented in the classrooms to manage and track student entry and exit (i.e., signing in and signing out before using the washroom facilities in Gr. 3 to Gr. 8 classrooms).

Responsibility

1. School and board staff, students, parents
2. School Social Worker, Guidance Counsellor and SBSLT Team Members (i.e., Assessment and Programming Teacher, Educational Psychologist)
3. Parents/Guardians and our CSPC
4. Police Liason
5. Toronto Public Health Nurse(s) for various topics
6. APT, School Social Worker, Guidance Counsellor and Transition Staff in the high schools
7. Visitors to our school community (i.e., guest speakers or guest organizations, such as X Movement)

Resources The following resources will be utilized to support these initiatives/strategies/practices:

1. TCDSB Bullying Awareness and Prevention Toolkit
2. Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation
3. Parish Priest, Fr. Costa
4. Special Education Teacher
5. School Social Worker
6. Guidance Counsellor
7. Educational Psychologist
8. Resources shared during the "Promoting Positive School Climate: Creating Caring & Inclusive Classrooms" Professional Development (such as "Hacking School Discipline Together: Ten Ways to Create a Culture of Empathy and Responsibility using School-Wide Restorative Justice" and "Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice" by Nathan Maynard and Brad Weinstein)

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. School Data (Qualitative and Quantitative Data)
2. Consultation with students, staff, and parent community, communication of successes and growth areas.
3. Reduction in classroom and schoolyard incidents.
4. Students using the language of conflict mediation in the classroom and schoolyard.
5. Reduction in students sent home for inappropriate behaviour and suspensions.
6. Increased communication between students, staff, and parents in relation to expectations of behaviour and following the School Code of Conduct.
7. Increase in kindness and co-operative behaviours among students.
8. Increase in student engagement and feelings of safety and well-being.
9. Increased student leadership in roles throughout the school such as lunch, school yard and office helpers, Student Leadership Team, etc.,
10. Awareness and participation in Social Justice issues and fundraising for different groups throughout the school year, including ShareLife, the Thanksgiving Food Drive for the St. Francis Table, Terry Fox Cancer Research for the Terry Fox Foundation, Christmas Toy Drive, etc.,

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors. To help our students develop skills in self-regulation and conflict mediation.
Goal #3	St. Mary of the Angels School will sustain and promote positive student behaviour through early and ongoing intervention strategies.

Initiatives/Strategies/Practices

1. Assemblies, announcements, Police Partner presentations and outside motivational speakers or organizations (such as X Movement)
2. Participation in conflict mediation and responsibility choices for making things right
3 Bullying awareness and prevention strategies integrated into the curriculum
4. Create a forum for student voice so that students feel that their concerns and issues are heard. Opportunity to conference with the Principal or Secretary or Educators or Guidance Counsellor when issues arise.
5. Communication between home and school to maintain confidence and support student learning
6. We All Belong - A Multi-Media Toolkit for Parents and School
7. Staff Meetings, conversations, and opportunities for sharing any "aha" moments
8. Use of community service time (i.e., assisting in the school office or the Kindergarten Courtyard) to build positive leadership skills.
9. Students are expected to adhere to the parameters set (varies, depending on the situation) to correct their behaviour.

Responsibility

1. Students, School and Board Staff
2. Parents/Guardians and our CSPC
3. Police Liason
4. Toronto Public Health Nurse(s) for various topics
5. APT, School Social Worker, Guidance Counsellor, and Transition Staff in the high schools
6. Visitors to our school community (i.e., guest speakers and organizations, such as X Movement)

Resources The following resources will be utilized to support these initiatives/strategies/practices:

1. TCDSB Bullying Awareness and Prevention Toolkit
2. Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation
3. Parish Priest, Fr. Costa
4. Special Education Teacher
5. School Social Worker
6. Guidance Counsellor
7. Educational Psychologist
8. Mental Health Crisis Response Guidelines
9. Mental Health Strategies
10. "Deep Diversity Overcoming Us vs. Them" by Shakil Choudhury
11. Progressive Discipline Platform
12. Safe Schools materials, such as resources from the "Promoting Positive School Climate: Creating Caring & Inclusive Classrooms" (such as "Hacking School Discipline Together: Ten Ways to Create a Culture of Empathy and Responsibility using School-Wide Restorative Justice" and "Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice" by Nathan Maynard and Brad Weinstein)
13. TCDSB resources (including TCDSB website)

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. Results from the Spring 2023 Student Climate Survey
2. School Data (Qualitative and Quantitative Data)
3. Consultation with students, staff and parent community, communication of successes and growth areas.
4. Inclusion in the classroom, curriculum and school life.
5. Increased participation in Student Leadership opportunities.
6. Students will be actively and positively engaged in school, parish, and community activities.
7. A reduction in the number of verbal, emotional, and physical instances of bullying in the schoolyard and in the school.
8. Students using the language of conflict mediation in the classroom and schoolyard.
9. Reduction in students sent home for inappropriate behaviour and suspensions.
10. Increased communication between students, staff and parents in relation to expectations of behaviour and following the School Code of Conduct.
11. Increase in kindness and co-operative behaviours among students.
12. Increase in student engagement and feelings of safety and well-being.

2. Progressive Discipline Plan

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive student behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports and consequences that include learning opportunities focused on reinforcing positive behaviour and helping students make good choices. PPM 145

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors.
Goal #1	If the School Code of Conduct is consistently applied by all members of the school learning community, then all students, staff and parents will have a greater understanding of what constitutes unacceptable behaviour, will actively take responsibility for their actions, and embrace the learning that comes from the consequence, in order to change the behaviour.

Initiatives/Strategies/Practices

1. Presentation of the Safe School Plan to staff at a Staff Meeting and parents at a CSPC Meeting. Overview of the plan with students in their classrooms.
2. Inclusion of the School Code of Conduct in the School Agenda given to all students.
3. Safe School Plan on school website.
4. Review Progressive Discipline approaches and policy with staff and provide supports so that the staff can follow through in a consistent manner with the school's plan.
5. Provide access to in-school and outside of school supports for educators to help address the needs of the students (Special Education Teacher, Guidance Counsellor, school Social Worker, Speech Language Pathologist, School Psychologist, Assessment and Programming Teacher, Autism Consultant and Teachers and other board Consultants to assist as needed).
6. Promote communication of the process and plan through announcements, School Messenger, and contact with students, staff, and parents.
7. Explicit lessons integrated into curriculum on restorative practices and reconciliation and Progressive Discipline.
8. Modelling of the School Code of Conduct by all staff and students and assist those stakeholders who require more support in following the expectations.

Responsibility

All staff, students, parents and CSPC members.
All board support staff.
All visitors to our school community.
All guests on school property.

Resources The following resources will be utilized to support these initiatives/strategies/practices:

1. School Student Agenda, Handbook, and Code of Conduct
2. Staff and Board resources
3. Guidance Counsellor and Special Education Teacher
4. Social Work Referral, where appropriate
5. SBST or SBSLT when needed
6. Case Conferences as needed
7. Staff Handbook
8. Board, Ministry, and School policies and resources

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. Students to take responsibility for their actions and demonstrate growth in social and emotional behaviours, as well as problem-solving skills.
2. Staff will continue to address and report student incidents and involve students in creating solutions for problems or conflicts.
3. Parents will work cooperatively with all school staff in the development of their child's behaviour, social, and emotional learning, and growth.
4. Increase in student leadership opportunities and a decrease in the use of Progressive Discipline and ultimately suspensions.
5. Work in conjunction with CSPC to keep the parents informed on safety and expectations of students and adults on school property.
6. Awareness and implementation of Mental Health Strategies that are shared through curriculum and on daily announcements (i.e., "Wellness Wednesday" announcements).
7. Clear expectations of students and staff and follow through when issues arise or more individual support is needed. When needs are met, issues decrease.
8. School Drop-Off and Pick-Up monitoring to maintain safety. Reminders for students and parents to follow the rules for safety at drop-off and pick-up times.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors.
Goal #2	To improve communication between students, staff, parents and the community to better share our common goal and message to maintain student safety at all times.

Initiatives/Strategies/Practices

1. Use of School Calendars and letters home to parents (either School Messenger or paper copies).
2. CSPC availability for parents to communicate concerns at school events.
3. Use of website to share information on events and happenings.
4. Use of Interpreter as needed to share important information on the school and the development of the students.
5. Informal communication opportunities with parents at the entrance to the schoolyard each morning and at the end of the school day, so that problems can be addressed in a timely manner and situations can be investigated in a timely manner.

Responsibility

1. All stakeholders
2. Administration and staff
3. CSPC
4. Interpreter to share correct information

Resources The following resources will be utilized to support these initiatives/strategies/practices:

1. School website
2. Mental Health Guidelines and Resources
3. Board Policies and Procedures
4. Support of the school's Special Education Teacher, Guidance Counselor, Social Worker, SBSLT Members

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. Improved communication, less opportunity for confusion and conflict.
2. Parent Voice opportunities as well as Student Voice seen through accessibility to the office/administration.
3. Increased attendance.

3. Positive School Climate

A school should be a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable and accepted. The Safe Schools Action Team and student leadership groups can play key roles in supporting learning and practices that educate students and staff members about safety concerns. Those practices used for very challenging situations that can jeopardize the safety and well being of others include, but not limited to: Threat Assessment, Restorative Conference and Mediation Circles.

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors.
Goal #1	If every member of the school community exercises positive behaviour, language, and attitude in all of the school's activities, then those behaviours create a positive school culture that promotes making mistakes, growth, engagement, and learning to build student and staff confidence and sense of belonging.

Initiatives/Strategies/Practices

1. Using Religion, "Virtue of the Month" education, and education around the "Catholic Graduate Expectations" as a vehicle to promote and clarify acceptable language, behaviour and actions.
2. Recognition of positive role models (staff/students) via announcements, School Messenger, positive notes in agenda, words, and actions.
3. Teach/model exemplary behaviour through role playing, read-a-louds, and actions.
4. The Ontario Catholic School Graduate Expectations are used throughout lesson planning and community interactions in order to live them, not just repeat them.
5. Practice safety drills (fire, lockdown, shelter in place, bomb threats) and then communicate and share successes and failures to use the feedback to influence future drills.
6. Invite TCDSB support staff and/or outside agencies (e.g., Occupational Therapist from Monarch Park, CTN) into the school to assist with issues as they arise to best meet the needs of our students, parent community, and staff.

Responsibility

All staff, students, parents, and visitors to our community are equally responsible for their own behaviour. Expectations must be explicit.

Resources The following resources will be utilized to support these initiatives/strategies/practices:

1. School Emergency Plan of Action posted in all classrooms and offices
2. Human and material Board resources
3. The Bible
4. The Ontario Catholic School Graduate Expectations
5. Resources on the TCDSB website
6. Support of SBSLT Team members

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. Greater student and staff engagement and leadership in activities and events.
2. Celebrations that promote personal and professional development, equity, and a positive school culture.
3. Participation in fundraising activities as a school, like the Terry Fox Walk, ShareLife, donations for poppies for the Royal Canadian Legion, etc.,
4. Participation in volunteer opportunities like collection of non-perishable food donations for the St. Francis Table at Thanksgiving, Christmas Toy Drive, ShareLife, Earth Day and parish events.
5. Continuing with our ECO School goals of Stewardship.

TORONTO CATHOLIC DISTRICT SCHOOL

Safe Schools Plan

School Vision	To maintain a safe and welcoming learning environment for all students, staff, parents and visitors.
Goal #SVP 1	If every member of the school community exercises positive behaviour, language and attitude in all school's curricular and extra curricular activities, then we will have a positive school culture that allows for growth and learning. If we listen to and follow the rules on a consistent basis as a school learning community, we will create a culture that is supportive and nurturing.

Initiatives/Strategies/Practices

1. Using Religion and 'Virtues' education as a vehicle to clarify acceptable language and behaviour
2. Using education about 'The Catholic Graduate Expecations" as a vehicle to clarify acceptable language and behaviour.
3. Recognition of positive role models (staff/students) via announcements, School Messenger messages, positive notes in agenda, words and actions.
4. Teach/model exemplary behaviour through role playing, read-a-louds, actions.

Responsibility

All students, staff, parents and learning community members.

Resources The following resources will be utilized to support these initiatives/strategies/practices:

- Staff, announcements, CSPC members, School Messenger messages, Police Partners, Community Partners, Board Personnel

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. Greater student and staff engagement and leadership in activities, events, and celebrations that promote personal and professional development.
2. Signs of a positive school culture including increased attendance, fewer incidences of playground problems or conflicts and fewer/no suspensions.

4. Emergency Response Plan

The Toronto Catholic District School Board has a primary responsibility to ensure the safety of students and staff inside Board buildings and on Board property. Central policies and procedures, developed in collaboration with the Toronto Police Service, provide direct support to school administrators in the management of crisis situations, including a lockdown response. It is the responsibility of each school to develop local procedures specific to that school, including a process by which all regular staff members, itinerant and specialist teachers and support staff, facility workers and visitors are informed of local considerations in the event of a threat to school safety. MOE Provincial Model for a Local Police/School Board Protocol

School Vision	All students, staff members and visitors will become knowledgeable about emergency procedures for threats to the safety and well-being of all persons at school, and will be able to appropriately respond according to the guidelines established by TCDSB.
Goal #1	To plan, practice and evaluate a minimum of 4 lockdown Drills in this school year.

Initiatives/Strategies/Practices

1. Regular fire drills are practiced at different times of the day (at least 6 Fire Drills throughout the school year). Reports are logged.
2. Practice at least 4 Lockdown Drills, at different times of the day, including one Lockdown Drill that occurs during non-structured time.
2. Refer to Emergency and Crisis Response Plan posters, located in every classroom and office. All staff have a copy.
3. Feedback is given after each Fire Drill and Lockdown Drill to students and staff. Correct un-safe practices as a result of the drills.
4. Adjust plan as needed to assure student safety and preparedness.
5. Use Announcements to prepare for and discuss the Lockdowns and Fire Drills and the corrections that need to be made.

Responsibility

All staff, students, police partners, fire department partners and board emergency personnel.

Resources The following resources will be utilized to support these initiatives/strategies/practices:

-School and Board resources, such as Emergency Procedures handbooks, Emergency Response Binder in the main school office, School Action Team website, Emergency and Crisis Response Plan posters
-Emergency Response Plan

Measurement of Progress The following metrics will be used to measure progress in achieving the Goal:

1. Safe practices and common knowledge of actions to take in Fire and Lockdown Drills.
2. Students will feel confident during Fire and Lockdown Drills.
3. Parents are informed of our plans for Fire and Lockdowns and the purpose of the Lockdown Drills.
4. Staff input and assessment after each drill.
5. Student check-ins after each event.
6. Adjust and modify as needed.
7. Monitor students with high needs to make sure that their safety is supported.
8. Recording of drills in appropriate logs, along with commentary regarding possible deficits.
9.Emergency and Crisis Response Plan posters are visible in every classroom, office, and room.